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ABSTRACT

As part of an on-going study, all 1,818 graduates and 6,847 non-graduates who left Bronx Community College (BCC) in 1975-76 were surveyed by mail, with a return of 1,681 responses representing 52.4% of graduate and 20% of the non-graduate sample. Findings included the following: (1) 63% of graduates and 48% of non-graduates responding continued their education within six months; (2) of graduates, 29% had taken remedial studies at BCC in reading and writing, and 44% in mathematics; (3) both groups felt remedial programs were very important; (4) non-graduates left college primarily for personal, family, health, or financial reasons, with the latter doubling since the end of free tuition; and (5) the majority of both groups were satisfied with the curriculum and instruction received at BCC and would repeat the experience. Of students continuing their education, 78% went to the City University of New York, and 12% to private colleges. Black and hispanic respondents were more apt to continue as full-time students than white students. On transfer, 35%-40% lost some credit, 15% were required to take remedial writing, 7% to take remedial reading, and 14% to take remedial mathematics. Of those seeking employment, 21% of graduates and 27% of non-graduates were unsuccessful, and half who found full-time jobs required more than two weeks to do so. Respondents felt more specific skills training was essential for obtaining employment. (RT)

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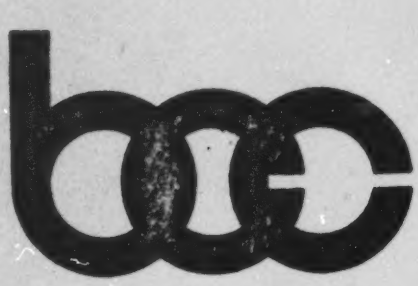

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Former-student perceptions of B.C.C. and their post B.C.C. academic and employment experiences - a follow-up study for the years of 1975-76.

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March, 1978

OFFICE OF INSTITUTIONAL RESEARCH

Dr. Norman Eagle, Director

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Table of Contents

Preface 1

Summary of Major Findings.....ii

Introduction

Purpose.....1

Procedure.....1

Population and Sample.....1

Sample Characteristics.....3

Sample Representativeness.....4

Important Considerations in the Interpretation of Reported Data.....5

Results

Employment-education status immediately after leaving B.C.C. 7

Remediation experience..... 8

College-level credits attempted and completed before taking any prescribed remedial course..... 9

Helpfulness of remedial courses and support programs in Writing..... 9

Helpfulness of remedial courses and support programs in Reading..... 10

Helpfulness of remedial courses and support programs in Mathematics..... 11

Most Important reason for leaving B.C.C. (non-graduates)..... 11

Sources of help prior to reaching decision to leave BCC..... 13

Table of Contents (continued)

Finances as a cause of leaving the College, and awareness of financial aid.....14

Would students re-enroll at B.C.C. if they "could do it over again"?.....15

Would students take the same curriculum if they could do it over again?..... 16

Continuation of education after leaving B.C.C..... 17

Kinds of schools receiving B.C.C. graduates and transferees 17

Matriculation status at receiving schools for students continuing their education 18

Full or part time status at receiving schools for students continuing their education..... 19

Enrollment in same or different field for students continuing their education..... 20

B.C.C. course found most helpful at receiving school for students continuing to study in same field.....21

Courses not credited at receiving colleges for students taking same program as at B.C.C..... 21

Requirement to take a remedial or non college level writing-composition course at receiving school for students continuing their education.....22

Requirement to take a remedial or non college level course in reading at receiving school for students continuing their education 23

Requirement to take a remedial or non-college level course in mathematics at receiving school for students continuing their education 24

Quality of teaching at B.C.C. compared with that at receiving school, for students continuing their education.....25

Table of Contents (continued)

Quality of counselling at B.C.C. compared with that at receiving school, for students continuing their education.....26

Quality of library assistance at B.C.C. compared with that at receiving school, for students continuing their education...27

Preparation at B.C.C. for continuing education at receiving school..... 27

Preparation at B.C.C. compared with preparation received by other students at other CUNY community colleges.....28

Education plans for the coming year..... 29

Students applying for full time jobs..... 29

Success at finding a full time job for students who sought one.....30

Length of time required to find first full time job for students who sought one 31

Success in finding a full time job for students looking for a job in their B.C.C. field of studies..... 32

Sources of assistance in locating first job 33

Monthly salary on first full time job after leaving BCC..... 34

Importance of BCC studies in obtaining first full time job.... 35

Usefulness of BCC studies on the job for students working in a job related to these studies 36

Discussion and Implications.....38

Tables 0.1 to 0.7 ..... 42 to 53

Preface

This survey is part of the core program of research of the Office of Institutional Research, that is, part of a package of research studies which is repeated at regular intervals and which is considered to be a vital part of a unified, systematic, and interrelated body of research. The core program includes descriptions of incoming students, an analysis of their scholastic readiness and placement, an analysis of their needs, problems, and progress, and finally various approaches to the evaluation of the College "output". Studies are designed to provide data and information to assist faculty and staff in carrying out their various functions.

The computer printout for the current survey, using the S.P.S.S. (Statistical Package for the Social Sciences) program for cross tabulation, produced well over 500 tables. Each item was tabulated by sex, graduate status, curriculum, and ethnic group, in various combinations. Of these 500 tables, over 200 of the potentially most meaningful tables were studied and the current report is based on this sample of tables. However, while references are made to the tables in the text, only those describing the sample accompany the Report. Two or three full sets of the more than 200 tables used in the Report will be kept in the Office of Institutional Research and will be made available to readers on request.

Tables are designated by the number of the item followed by "a-d". For example Table 5a-d refers to four tables for item 5: 5a, 5b, 5c, 5d.

Summary of Major Findings

1. Approximately 15,000 students left B.C.C., without graduating, during the two year period 1975-1976.

2. Sixty-three percent of the graduates and 48% of the non graduates continued their education immediately (within six months) after leaving B.C.C. The proportion for graduates is 5% higher than the corresponding proportion for the 1973 graduating sample. However, differences between the underlying populations in 1973 and 1975-75 mitigate against confidence in the conclusion that higher proportions of graduates are now continuing their education. Graduates of the liberal arts, engineering science, and education associate curriculums continue their education at higher rates than than graduates of other curriculum areas.

3. Twenty-nine percent of the graduates had received remediation in reading and in writing, while 44% had received remediation in mathematics.

4. Approximately 20% of graduates and non graduates attempted 13 or more college level courses before taking any remedial course for which they were recommended.

5. Approximately 50% of graduates and non graduates feel that remedial courses or support programs in reading and writing were either very helpful or extremely helpful, while 60% of the graduates feel this way about remediation in mathematics.

6. Personal, family, health, or financial problems together account for nearly half of the reasons given by students for dropping out of the College. A significant proportion of students claim they left because of the inability to obtain needed courses, scheduling problems, or to continue their education elsewhere. A number of students claim they left to escape what they perceived as a poor academic environment.

7. More than half of the students dropping out between Spring and Fall of 1976 (marking the end of free tuition and the beginning of the implementation of progress standards) state they did so for financial reasons. This is more than twice the corresponding proportion for the 1975-76 study period as a whole. Higher than "average" proportions of hispanic students so claim.

8. Three-quarters of the graduates and two-thirds of the non graduates say they would enroll again at B.C.C. "if they could do it over again". Those who would not, point to the absence of academic standards, negative staff attitudes, and location inconveneience as some of the reasons they would not enroll again.

9. Eighty percent of the graduates and 63% of the non graduates say they would take the same curriculum again if they "could do it over again". Among graduates, business transfer and nursing students seemed most satisfied while data processing students seemed least satisfied (though 55% said they would take the same curriculum). Students indicate that curriculum changes would be made mainly to improve job opportunities.

10. Nearly eight out of ten of the graduates who continue their education do so at a four year C.U.N.Y. unit, while an additional 12% enroll at private four year colleges.

11. Black and hispanic graduates show markedly higher tendencies to continue their education as full time students, than white graduates. The proportion of graduates and non graduates continuing their education as full time students appears to have declined since 1973.

12. A slightly higher percent of transferring graduates in 1975-76 (87%) continued to study in the same field, as compared to 1973 graduates (77%).

13. Between 35%-40% of all B.C.C. students (graduates and non graduates) who continue their studies at other colleges (without changing area of study) report losing some credit upon transfer. Among graduates, business students are most inclined to report losses.

14. Approximately 15% of the students (graduates and non graduates) continuing their education at other colleges were required to take a remedial or non-college level writing-composition course at the receiving college. Among graduates, significantly higher proportions of Puerto Rican and black students than white students were required to take such remedial courses. Nursing students were particularly likely to have had to take such courses.

15. Seventeen percent of the graduates in nursing who continued their education report having been required to take a remedial or non college level course in reading at the receiving college. The over-all College rate for graduates is 7%. Significantly higher proportions of Puerto Rican and black graduates than white graduates were required to take remedial reading courses.

16. Fourteen percent of all graduates continuing their education were required to take a remedial or non college level course in mathematics at the receiving college. Thirty four percent of the nursing graduates were required to do so. Significantly higher proportions of Puerto Rican and black graduates and non graduates, than white graduates and non graduates, were so required.

17. In comparing B.C.C. instruction to instruction received at receiving schools (at which students enrolled after leaving B.C.C.) a higher proportion of graduates rated B.C.C. instruction superior (35%) than poorer (22%). Non-graduates reversed this direction.

18. In comparing B.C.C. counselling to counselling experienced at receiving schools, graduates clearly favor B.C.C. over their receiving schools, by a very wide margin. No differences are seen within the non-graduate group.

19. Both graduates and non graduates indicate that the assistance given in the library at B.C.C. was of a higher quality than assistance experienced at receiving colleges.

20. Eighty percent of B.C.C graduates who continued their education after leaving B.C.C report that B.C.C prepared them either fairly well or very well for continuing their education. Non graduates who continued their education also feel more positively than negatively about the preparation they received at B.C.C., but the difference is not as sharp as in the case of graduates.

21. In comparing their preparation for further study with the preparation received by students from other C.U.N.Y. community colleges, a majority of B.C.C. graduates and non graduates profess that B.C.C. prepared them either fairly well or very well. Graduates of B.C.C. business transfer programs were especially satisfied with their preparation.

22. Seventy-four percent of the graduates and 59% of the non graduates say they expect to be enrolled in an educational program either full or part time, within the coming year. Large proportions of graduates in most career programs, normally considered two year terminal programs, are seen to expect to continue their studies during the year. Higher proportions of black and hispanic graduates and non graduates plan to continue their studies during the year than white students.

23. There has been a tendency for higher proportions of non graduates to attempt to find full time jobs in 1975-76 (61%), than in 1973 (51%).

24. Of those who attempted to find a full time job after leaving B.C.C., 21% of the graduates and 27% of the non-graduates were unsuccessful. Nursing and business-secretarial graduates were most successful (90%, and 84%, respectively), while education associate students were least successful among graduates (52%). Graduates during 1975-76 found it slightly more difficult to find a full time job (78%) as compared with 1973 graduates (81%).

25. Approximately 50% of the graduates and non graduates who found full time jobs state that more than two weeks were required to find employment. Compared with 1973, students in the 1975-76 cohort who obtained full time jobs took significantly longer to do so.

26. In general, students felt that more specific skills training, especially in a work-study or other job-related program, is essential for obtaining employment. Students reported that they could not meet the skills and experience requirements of employers.

27. Students are largely left to their own ingenuity in their attempt to find jobs. The State Employment Service accounted for only, 10% of jobs located; the B.C.C. job placement office for only 4%.

28. The median salary of graduates on their first full time job after leaving B.C.C. is substantially greater than the median salary of non graduates. There is a suggestion that the median salary for 1975-76 graduates is higher than that for 1973 graduates, while no similar improvement is seen for non-graduates.

29. Fifty-nine percent of all graduates who found full time jobs state that their B.C.C. studies were either very important or required in obtaining their jobs. By contrast, 51% of liberal arts graduates state that their B.C.C. studies were not very important.

30. Ninety percent of the graduates who obtained full-time jobs report finding their B.C.C. studies either moderately or very useful "on the job". This is particularly true for education associate graduates. Liberal arts graduates, on the other hand, found their B.C.C. studies of less use although, even in this case, 76% found their B.C.C. studies either moderately or very useful. Even among non graduates, it is found that 73% state that their B.C.C. studies are either moderately or very useful on the job. A significant number of nursing students point to a need for greater clinical and hospital exposure as well as a need for more training in certain specialty areas.

Introduction

Purpose:

The purpose of this survey was to find out what happened to former B.C.C. students who graduated from or dropped out of B.C.C. during the calendar years 1975 and 1976, in terms of employment and/or continued education, and to obtain the view of these students regarding the effectiveness of B.C.C. programs. Such information could be useful in the evaluation of the current B.C.C. program and assist in the determination of future direction, program, and policy.

Procedure:

The survey questionnaire was, essentially, a modification of the questionnaire used for a comparable follow-up study in 1974. The 1974 questionnaire was reviewed by the Office of Institutional Research and the Middle States Association Self Study Task Force on College Program, and modified in accordance with Task Force needs. At the same time, items were received from other task forces and incorporated into the questionnaire.

Population and Sample:

The survey was aimed at all students who left the College, either as graduates or drop-outs, from January 1, 1975 to December 31, 1976, a period of two years. This was designed to supplement the study completed in 1974, which used 1973 graduates and drop-outs as the population.

It was discovered that approximately 13,000 students had dropped out of the college during the two year period (not an unimportant statistic in itself), and that 1,818 had graduated. Because of the press of time, and the need to conserve funds, a fifty percent random sample of the dropouts was selected for the sample. All graduates, however, were included.

During the third week in April, 1977, the questionnaire was mailed, first class, to 6,847 drop-outs and 1,818 graduates, accompanied by a covering letter from the College President soliciting the student's cooperation, and an addressed return envelope for which no postage was required. After six weeks it was evident that a very significant fraction of the envelopes was being returned as "undeliverable" because students were no longer at the addresses they used while enrolled. It was also apparent that less than 20% of the "effective population" had returned a completed questionnaire. Therefore, during the third week in June, two months after the original mailing, the questionnaires were again sent to all students who apparently did receive one (there was no way of identifying respondents), with the request that students complete and return the form if they had not already done so. Again, a no-postage required return envelope was enclosed, but this time the questionnaire was accompanied by a covering letter from the Dean of Students. A letter from the Chairman of the Student Caucus could not be obtained in time for the mailing.

Table 0.1 describes the original population, the effective population, and the return sample. It shows, that, of the 1,818 questionnaires sent to graduates, 23.3% were returned as undeliverable, leaving an effective population of 1,394. Of these, 730 were returned (52.4%). With regard to the dropouts, (30.0%) were returned as undeliverable, and of the effective population of 4,762, it is seen that 951 completed questionnaires were received (20.0%). The over-all return rate was 27.3%.

Sample Characteristics:

Tables 0.2 to 0.5 give student distributions within the graduate and non-graduate samples, by curriculum, year of entry, sex, and ethnic group. (Tables 0.2 to 0.4 also compare sample and population distributions).

It is seen that the majority of the graduates (56%) come from the liberal arts and nursing curriculums. Technology and engineering science programs, combined, contribute 12%, while business career and transfer programs account for an additional 19%. By contrast, the non-graduate sample shows that liberal arts students account for one third of the sample, while business, technology-science, and nursing-pre nursing students account for 26%, 14%, and 13% of the sample respectively.

The distributions shown in Table 0.3 show that the graduates, in general, have been enrolled at B.C.C. for a longer period of time, than the leavers, the majority of whom leave within one or two years after entry. Sixty-one percent of the graduate sample entered in 1972 or 1973 and, therefore, spent 3-4 years at B.C.C. While not of central interest to this study, the data confirm previous findings that the majority of students who graduate require 3 or more years to do so.

The tables also reveal that both graduate and non-graduate samples, while representative of their respective populations of graduates and non-graduates (see next section), do not conform with the ethnic pattern of enrolled students. For example, white students in the sample, within both graduate and non-graduate groups, are more strongly represented in the study sample than in the current student body. The reverse is true for black and hispanic students. This is not surprising as the study sample includes significant proportions of students who

enrolled at the college several years ago when the student body was in a process of change. The important comparison for ethnic group representativeness, that between the sample and the population for both graduates and non graduates, could not be made because of the unavailability of ethnic data for the population. (See next section for comparisons which could be carried out.)

With regard to sex distribution and representativeness, it is seen (Table 0.4) that males comprise 28% of the graduate and 34% of the non graduate samples. While these proportions may seem low they do, in fact, agree closely with the population statistics (31% and 35% respectively). However, inexplicably, both sample and population proportions for males (graduates and non graduates) underestimate actual enrollments at B.C.C. since 1971, during which period male enrollments ranged from around 38% to 45%. Conversely, female representativeness in both sample and population, and for both graduate and non graduate groups, is noticeably higher than actual female enrollment since 1971. One would expect that graduate and non graduate sex distributions, when taken together, would approximate actual enrollment in prior years, but for reasons unknown this does not seem to be the case.

Sample Representativeness:

Sample representativeness was evaluated by the degree of correspondence between the population and the returned sample (considering graduates and dropouts separately), on three basic descriptive distributions: a) curriculum b) year of entry c) sex.

Table 0.2 shows the correspondence between the distributions of the population and sample, with regard to curriculum, separately for graduates and non-graduates. It is evident that the correspondence is quite close. Among graduates the sample moderately over-represents the education associate curriculum and under-represents the business transfer curriculum. Among non-graduates the sample moderately over-represents nursing and pre-nursing students. The table reveals that education associate non-graduates could not be extricated accurately from the "Other Curriculum" group.

Table 0.3 shows the correspondence between the distributions of the population and sample with respect to the year of student entry into the College. It is seen that the degree of correspondence is quite high for both graduates and non-graduates.

Table 0.4 shows the correspondence between the distributions of the population and sample, with regard to sex. It is seen that the correspondence is very close.

On the basis of the above evidence it may be asserted that the over-all samples of graduates and non-graduates are at least moderately representative of their underlying populations. Moderate support is also evident for the generalization of the survey findings to the under-lying populations of the two major groups: graduates and non-graduates, taken as wholes. (Ethnic group correspondence between sample and population could not be assessed because of the unavailability of population data.)

Important Considerations in the Interpretation of Reported Data:

In the course of this analysis many comparisons among groups will be made.

Where differences are found one cannot infer that the differences are due exclusively, or at all, to membership in the different groups. Thus, where differences between males and females, or among the major ethnic groups, are found, the differences may actually be related to other underlying factors, such as curriculum membership. For example, a difference within the graduate group may be observed among ethnic groups on a certain item. However, most of this difference may possibly be accounted for by the fact that 32% of the black graduates came from the nursing curriculum, in comparison with hispanic and white graduates whose percentages are 21% and 28% respectively. Ethnic group differences may only reflect this curriculum difference, and possibly other differences within ethnic groups as well.

Similarly, in comparing current results with those obtained in 1973-4, one must bear in mind that the graduate and non graduate samples must be isomorphic with respect to many characteristics such as curriculum, sex, ethnic group, age, etc., if differences are to be meaningful.* While the current and 1973-4 samples are similar in some respects, the differences which do exist mitigate against considering the samples as comparable (Table 0.5).

Finally, interpretation depends not only on the representativeness and comparability of the groups being compared, but on the size of the groups, and the size and significance of the differences found. In general, differences in proportions between groups of .05 or less, or greater differences based on sample sizes of 25 or less, should not be given much credence. A given difference between proportions is more statistically significant for p values near 0.00 or 1.00 than near 0.50. Tables 0.6 and 0.7 are provided so that readers may determine the size of samples involved in any comparison.

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*data pertains to 1973; analyzed and reported in 1974. The data may be used interchangeably in this Report.

Results:

Employment-education status immediately after leaving B.C.C. Tables 2a-d.

Of the graduates, 63% are seen to continue their education either full time or part time immediately (within 6 months) after graduating from B.C.C. However, 48% of the non-graduates also continue their education immediately upon leaving. A significantly higher proportion of graduates enroll as full time students (33%) as compared with non-graduates (20%), the highest proportion of whom (32%) went to work full time without enrolling in any educational program. One out of ten non-graduates is seen to be neither enrolled in an educational program, nor working. One hundred percent of engineering science graduates (N only 13), and 84% of liberal arts graduates continue their education, in contrast to 56% of business-secretarial graduates and 33% of nursing graduates. Even among non-graduates, 74% of engineering science students continue their education, while from 40% to 50% of all other non-graduates do so. Hispanic graduates continue their education at a higher rate (70%) than either black (63%) or white graduates (59%), though this tendency does not hold for non-graduates, who do not differ greatly, by ethnic group, in the tendency to continue their education (within six months of leaving B.C.C.).

Approximately two-thirds of the male and female graduates and of the female non graduates worked within 6 months after leaving B.C.C., whereas almost three-fourths of the male non-graduates were working. A much higher proportion of male than female graduates continued their education (77% vs. 58%), while among non graduates the proportion of males and females continuing their education is about equal (49%-46%). More than half of the male graduates both work and go to school, while only about one-third of the other groups do so.*

*Generally, with the exception of liberal arts, comparisons between male and female, graduate and non graduate groups will be obviated because of inadequate curriculum group size.

Since only 58% of all graduates in 1973 appeared to have continued their education immediately upon leaving B.C.C., it would appear that the more recent graduates may be more inclined to continue their formal education.* However, comparisons between the 1973 and 1975-76 results throughout this report must take into account the fact that the two samples are not isomorphic.

Remediation experience. Tables 3a-d, 4a-d, 5a-d.

Tables 3, 4, and 5 reveal that of the graduates, 29% had been remediated in reading, 44% in mathematics, and 29% in writing. Of the non-graduates, 37% had taken remedial reading, 40% remedial mathematics, and 35% remedial writing. It is seen that a somewhat higher proportion of non-graduates than graduates required remediation in reading and writing, while a slightly higher proportion of graduates than non-graduates required remediation in mathematics.

In reading, education associate graduates and hispanics show a stronger tendency to have taken remediation. Among non-graduates, data processing, pre-nursing and hispanic students show a stronger tendency to have taken remediation in reading in comparison with other curriculum and ethnic groups.

In mathematics, education associate, liberal arts, and hispanic graduates show the strongest tendency to have taken remediation. Among non-graduates, technology, data processing and hispanic students show the highest proportions having had remediation in mathematics.

In writing, education associate and hispanic graduates show distincly higher proportions having had remediation, while among non-graduates business transfer technology, and hispanics show the highest proportions.

*B.C.C. Research Report 2-74, p. 26.

College-level credits attempted and completed before taking any prescribed remedial course. Tables 6a-d, 7a-d.

Among graduates, 20% claim they took no remedial course until after they had attempted 13 or more college level credits; among non-graduates, 22% so claim. Approximately one third of the graduates in the engineering science and business transfer curriculae say they did not take prescribed remedial courses until after they had attempted 13 or more college level credits. Hispanic and white graduates appear to attempt more college level courses than black graduates before taking prescribed remedial courses, but no marked differences among ethnic groups are seen for non-graduates.

Graduates and non-graduates do not differ in the college level credits completed before taking a prescribed remedial course (17% for each), though some differences are seen for certain curriculum groups. Hispanic and white graduates tend to complete slightly more college credits than black graduates before taking prescribed remediation, but this difference does not hold among non-graduates. No sex differences are seen.

Helpfulness of remedial courses and support programs in Writing,* Tables 8a-d, 11a-d.

Around 50% of the graduates and non-graduates attest that remedial courses or support programs have been either very helpful or extremely helpful. Only approximately 10% say that these courses or support programs were not helpful. Both graduates and non-graduates tend to rate courses slightly higher than support programs. However, differences between courses and support programs are made

*Responses only of students having had the relevant remediation.

suspect by the sharp decline from the number of students reponding to the item concerning courses to the item concerning programs. Among graduates, white students give remedial writing courses and support programs higher ratings than black or hispanic students. In fact 24% of hispanic graduates rate remedial courses either slightly helpful or not helpful, while 28% give these ratings to remedial support programs. On the other hand, among non-graduates, 43% of the white students rate remedial writing courses as slightly helpful or not helpful, as compared to 22% of the black and hispanic students.

Among graduates, males seemed to find remedial courses and programs in writing a little more helpful than females. Among non graduates, however, females felt these courses and programs were significantly more helpful than males.

Helpfulness of remedial courses and support programs in Reading.# Tables 9a-d, 12a-d.

Around 50% of the graduates (slightly higher for non graduates) state that remedial courses and support programs in reading were either very helpful or extremely helpful, about the same rating given to remedial writing. Non-graduates tend to give somewhat higher ratings to remedial courses. Education associate non graduates tend to give higher ratings to both courses and support programs, than students in most other curriculum areas. A high proportion (75%) of non graduates in nursing also give high ratings to remedial courses. Black and white graduates tend to give slightly higher ratings to remedial courses and support programs than hispanic graduates (though the group of white

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Responses only of students having had a relevant remedial experience at B.C.C.

graduates is too small to establish reliability). Among non graduates, black and hispanic students rate remedial courses considerably higher than white students.

As in the case of remedial writing, it is again seen that among graduates, a higher proportion of males than females feel that remedial courses or programs in reading have been very or extremely helpful, while among non graduates, the reverse is true.

Helpfulness of remedial courses and support programs in Mathematics,# Tables 10a-d, 13a-d.

Sixty percent of the graduates state that remedial courses and support programs in mathematics were either very helpful or extremely helpful. This is a slightly higher endorsement than that given to remedial courses and programs in writing or reading. For non-graduates the proportion of students claiming this degree of helpfulness declines to around 50%. No clear pattern of helpfulness by curriculum area is seen. White graduates tend to assign slightly higher ratings to remedial courses and support programs than black or hispanic graduates. This difference does not hold for non graduates.

Among graduates, a higher proportion of males than females feel that their remedial experience in mathematics has been very or extremely helpful. There is no clear difference among the non-graduates.

Most Important reason for leaving B.C.C. (non-graduates), Tables 18a-b.

The single most important reason, given by 23% of B.C.C. "leavers" concerns

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#Responses only of students having had the relevant remediation.

personal, family, or health related problems. Also accounting for approximately 20% of the reasons given are reasons related to financial or employment needs, and to the continuation of one's educational program elsewhere. An additional 13% of the leavers attribute their decision to the inability to obtain the courses they needed or to scheduling problems. Approximately 10% ascribed their leaving to either loss of interest in college or a poor academic record.

An unusually high proportion of nursing students (33%) cite personal, family or health problems as the major reason, while an inordinately high proportion of data processing students appear to leave for financial or job related reasons. The highest proportion of liberal arts students (25%) leave in order to continue their education elsewhere. Pre-nursing students (22%) leave predominantly because they could not get the courses they needed (probably were not admitted into the Nursing program), while a significantly higher proportion of business administration-teaching students leave because of loss of interest (12%) than students in any other curriculum area.

The reasons given by black students for leaving conform fairly well to the rank order given by the college as a whole. However, a disproportionately high percent of hispanic students (28%) give personal, family, or health reasons as the primary reason, while a disproportionately high percent of white students (26%) allude to continuing their education elsewhere.

The only difference between females and males is that a much higher proportion of females than males state they left school because of personal, family, or health reasons (26%, 17%).

The order and magnitude of the reasons given by students for leaving B.C.C. before graduating in 1975-76 are almost identical to that given by students in 1973.

Open ended responses reinforced the finding of the importance of finances

as a cause of dropping out. Many students find it extremely difficult to work and study simultaneously. A significant number of students complained about staff insensitivity, about what they claim is a non-college level of academics, and a lack of serious teaching-learning situation. A significant proportion of female students alluded to maternity as the reason for leaving school. The registration hassle and the failure to be admitted into the Nursing program also accounted for a significant number of students leaving the college.

Sources of help prior to reaching decision to leave B.C.C.* Tables 19a-d to 27a-d.

It is clear from Tables 19-27 that students consult academic counselors more frequently than any other resource person, before leaving the College. About one in three leaving students consult academic counselors, compared to approximately one in ten consulting transfer counselors, vocational counselors, administrators, or the job placement office (may be same students). The data do not lend themselves to estimating the proportion of leavers not seeking any help from any college advisor or officer.

Nursing students made disproportionate use (higher than college-as-a-whole) of academic counselors, nurses, and career-vocational counselors, while liberal arts and data processing students made disproportionate use of academic counselors and the job placement office, respectively.

Hispanic students made greater than average use of academic counselors while white students tended to make greater use of transfer counselors than did hispanic students. Otherwise no significant differences are seen in the way ethnic groups used counseling and other resources prior to leaving the college.

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* Responses only of students leaving B.C.C. before graduation.

Finances as a cause of leaving the College, and awareness of financial aid.* Tables 28, 29, 30.

Fifty one percent of the respondees claim that they "dropped out" of the College mainly for financial reasons between Spring 1976 and Fall 1976, that is, after the end of free tuition and the implementation of progress standards. Students in the engineering science (small group) and business transfer curriculae seem to have been affected at a somewhat higher rate (66%), than the college-as-a-whole. Hispanic students (60%) were affected more than black (51%) or white (41%) students.

Approximately 2/3 of the students claim they were aware (1/3 were not aware) that they could apply for financial aid. Liberal Arts students appear to have been most aware of financial aid possibilities (70%), while nursing students (only 20 students in sample) appeared to have been least aware (45%). No differences are seen among ethnic groups in the awareness of opportunities for financial aid.

A significantly higher proportion of males than females state that finances constituted the most important reason for not returning to college (59% vs. 47% respectively).

Students learned of the opportunities for financial aid primarily from counselors (23%), although the B.C.C. catalogue, other students, bulletin boards, freshman orientation, and even people external to B.C.C. also played significant roles. Instructors and the Communicator did not contribute very much to student awareness of financial aid availability.

It may be significant that hispanic students learned of financial aid opportunities from counselors at a markedly higher rate (34%) than black (17%) or white (19%) students, while utilizing print materials (B.C.C. Catalogue and

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* All respondees were students who were enrolled at the College in the Spring of 1976, but not in the Fall of 1976.

bulletin boards) less frequently than black or white students.

In comparison with females, males tended to make greater use of bulletin boards and other students as sources of information about financial aid, while females tended to make greater use of counselors and freshman orientation, as compared to males. It is not clear why these sex differences should exist.

Would students re-enroll at B.C.C. if they "could do it over again"? Tables 31a-d.

Seventy-six percent of the graduates and 68% of the non-graduates state that they would enroll at B.C.C. if they "could do it all over again". One hundred percent of the engineering graduates (12) and 88% of education associate and engineering science graduates do so attest, in comparison to only 70% of the nursing graduates. Among non graduates, sixty-eight percent say they would enroll again at B.C.C., especially former education associate students (86%). White students from both graduate and non graduate groups show a markedly lower disposition to say they would enroll again at B.C.C., as compared with hispanic or black students. The difference is especially marked among non-graduates.

Males and females do not differ from each other, when graduate and non-graduate groups are considered separately.

A great many students took the opportunity to explain why they would not enroll at B.C.C. if they "could do it over again." A very significant proportion of students appear to have been disappointed in the academic level of B.C.C. course work, or in a lack of a serious attitude toward learning on the part of many fellow students. A very significant proportion of the students also show a preference for a 4 year college over a two year college. Again,

this may reflect a feeling about the quality or level of instruction they may expect to receive at the two kinds of colleges. Negative staff attitudes toward student problems of registration and scheduling, and location & convenience also account for significant proportions of reasons why students would not enroll again at B.C.C.

Would students take the same curriculum if they could do it over again? Tables 32a-d.

Eighty percent of the graduates and 63% of the non graduates say they would take the same curriculum again if given another chance. Among graduates, 92% of the business transfer and 90% of the nursing students do so attest, while only 55% of the data processing students say they would choose the same curriculum. Only 32% of the data processing non-graduates would take the same curriculum again. Differences among ethnic groups are not great, though hispanics show a slightly higher tendency than blacks or whites to claim they would not take the same curriculum again, 25%, 18%, and 15% respectively. No differences between males and females are seen, when graduate and non graduate groups are considered separately.

In their open ended responses, students indicating that they would change their curriculums if they could "do it over again", reached this decision because a new curriculum direction seemed to promise better job opportunities. Many students were disenchanted with liberal arts and many indicate there are better job opportunities in the business field. Education associate students or those wanting to become teachers were discouraged by the narrowing of job opportunities in education.

Continuation of education after leaving B.C.C. Tables 33a-d.

Seventy-two percent of the graduates and 45% of the non-graduates continued their education during the one to two year period after leaving B.C.C. Graduates of the liberal arts, engineering science, and education associate curriculums continue their education at higher rates than graduates of other curriculum areas. Among non-graduates, engineering science students show a higher than average tendency to continue their studies.

No significant differences among ethnic groups are seen for graduates. However, among non-graduates, white students (50%) show a higher tendency to continue their education than black (43%) or hispanic students (40%).

Among graduates, a significantly higher proportion of males (85%) continue their education compared with females (67%). Among non-graduates, males also continue their education in greater proportions than females, but the difference (50% males-42% females) is not as great as among graduates.

In the 1974 survey, it was also found that higher proportions of males than females continue their education. This was true of both graduates and non graduates. A direct comparison of the proportions found, however, cannot be made because of a difference in the wording of the question in the two surveys which would tend to produce higher enrollment figures for the 1975-76 group in comparison to the 1973 group as was, in fact, found.

Kinds of schools receiving B.C.C. graduates and transferees, Tables 34a-d.

Of the approximately 70% of the B.C.C. graduates who continue their education at other schools or colleges, nearly 79% enroll at a four year C.U.N.Y. unit, while another 12% enroll at a private four year college. Education associate

and liberal arts graduates show a greater tendency to enroll in a C.U.N.Y. unit, compared with graduates from such curriculum areas as data processing, engineering science, and nursing, who enroll in private four year colleges in a significant proportions (from 23% to 28%).

A significant proportion of non-graduate transferees also enroll at a four year C.U.N.Y. unit (26%), but this is far below the proportion for graduates. An equal proportion (24%) of non graduate transferees also enroll in private business, technical, or career schools.

Of the graduates continuing their education a markedly higher proportion of white than black or hispanic students (especially the latter) transfer to a private four year college (20%, 10%, 1% respectively), while among non-graduate transferees a somewhat higher proportion of white students (35%) transfer to a four year C.U.N.Y. unit than black (21%) or hispanic (22%) students.

Differences among sex groups, for graduates, were not significant. For non-graduates, males show a slightly higher tendency to attend private business, technical, or career schools than females (30% vs. 21%), while females show a slightly higher tendency than males to attend 4 year C.U.N.Y. units (28% vs. 23%).

Since 1973 there has been a moderate tendency for higher proportionsof graduates and lower proportions of non-graduates to transfer to four year C.U.N.Y. units after leaving B.C.C.* (However, as indicated previously, the 1973 and 1975-76 samples are not ismorphic.)

Matriculation status at receiving schools for students continuing their education. Tables 35a-d.

Ninety four percent of the graduates who continued their education enrolled as matriculated students, as compared with 76% of the non graduates who continued

*B.C.C. Research Report 2-74, pp 41-2.

their education. One hundred percent of the engineering science graduates (who continued their education) but only 81% of the nursing graduates, did so. A noticeably higher proportion of black (97%) and hispanic (94%) graduates than whites (89%) enrolled as matriculated students in contrast to the results of the 1973 survey which revealed that whites matriculated at a higher rate than blacks or hispanics. Among non-graduates, pre-nursing, liberal arts, and technology students tend to enroll as matriculated students at somewhat higher rates than students in other curriculum areas. No differences among ethnic groups are seen for non-graduates, in contrast to 1973 when white and hispanic students showed slightly higher matriculation rates than black students.

In comparison with the 1973 results, it is seen that a slightly lower percent of the non-graduates in 1975-76 who continue their education, do so as matriculated students (86% in 1973, 76% in 1975-76).

Full or part time status at receiving schools for students continuing their education. Tables 36a-d.

Graduates and non graduates continuing their education enroll full time at receiving colleges at about the same rates, 58% and 61% respectively. Engineering science and liberal arts graduates tend to enroll full time at somewhat higher than average rates, especially in comparison with education associate and business transfer graduates who tend to enroll part-time. These data suggest that a lower proportion of graduates continuing their education enrolled as full time students during 1975-76 as compared with students transferring in 1973, when 72% of the graduates and 68% of the non graduates who continued their education after leaving B.C.C., did so as full time students.

While only slight differences exist among ethnic groups for non-graduates, the data reveal that black and hispanic graduates show a markedly higher tendency to continue their education as full time students, than white students (61%, 60%, 46%, respectively). This is in contrast to 1973 when hispanic graduates showed a slightly higher tendency to continue as full time students than blacks or whites.

Enrollment in same or different field for students continuing their education. Tables 37a-d.

Understandably, 87% of the graduates continuing their education, continue to study in the same or related field, while only 62% of the non graduates do so. Nursing graduates tend to continue in the same field at higher rates than graduates of other curriculum areas, while nursing non graduates exhibit an inclination to change their curriculum. Pre-nursing non graduates, however, show a relatively strong tendency to remain in the nursing field. Data processing graduates and non graduates also show a relatively strong tendency to change their curriculum. There are no significant ethnic group differences for either graduates or non-graduates in the tendency to change from the field of studies followed at B.C.C. No marked differences between males and females are seen within either graduate or non graduate groups.

The above differs from the 1973 results only in the finding of a slightly higher proportion of transferring graduates (87%) continuing in the same or related field of study, as compared with the proportion found in 1973 (77%).

B.C.C. course found most helpful at receiving school for students continuing to study in same field. Tables 38a-d.

Students generally denote courses in their speciality areas as most helpful, i.e., business-secretarial students endorse business or secretarial courses, while technology students endorse mathematics, science, and technology courses. Education associate graduates divide their endorsements almost equally among English, communications, modern language and social science courses, while liberal arts graduates give greater importance to social science, English, and communications in that order.

Higher proportions of white than black or Puerto Rican graduates feel that technology and nursing courses were most helpful. By contrast higher proportions of black and Puerto Rican than white graduates feel that communications and mathematics courses were most helpful. These ethnic group differences are probably related to differences in programs taken by different ethnic groups. Also, results generally reflect to some extent the fact that certain courses are taken by more students than other courses.

Among graduates, higher proportions of males than females report finding mathematics, technical and business courses most helpful, while higher proportions of females than males report English, nursing, and social science courses most helpful. Curriculum enrollment differences among sex groups probably account for most of these sex group differences.

Courses not credited at receiving colleges for students taking same program as at B.C.C. Tables 39a-d.

Forty percent of the graduates and 34% of the non graduates (continuing their education) claim that at least one B.C.C. course was not credited by

their receiving college, even though they did not change their course of study. A higher than average proportion of business-secretarial and business transfer graduates so profess. Among non-graduates, a higher than average proportion of technology students claim one or more courses were not credited. No differences among ethnic groups are seen within the graduate group. However, among non graduates, a higher proportion of white and black than hispanic students claim to have lost credit. No differences between males and females are seen, within either graduate or non graduate groups.

When given the opportunity to name the courses not credited, approximately 250 students responded. Over 60 courses are mentioned as either not being credited or being only partially credited on transfer. College level courses claimed as not credited by 5 or more students are: Spanish (5), English (7-8), Business Math (8), Marketing (8), Data Processing (15), Accounting or Finance (5), Art (12), Music (6), Mathematics (14-15), Health (14), Physical Education (20), Education (13), Psychology (14), Biological science (5), Nursing (6). Admittedly, it is difficult to interpret the above without a knowledge of student curriculum and whether or not curriculum changes were made. However, these are available on the original questionnaires which will be kept in the Office of Institutional Research for one year and which will be made available to interested staff during this period.

Requirement to take a remedial or non college level writing-composition course at receiving school for students continuing their education. Tables 40a-d.

Fourteen percent of the graduates and fifteen percent of the non graduates (continuing their education) were required to take an additional course in writing

or composition at their receiving college. Among graduates, the highest proportion occurred in the education associate and nursing curriculums, 19% and 23% respectively. Twenty-nine percent of pre-nursing non graduates were required to take a writing or composition course.

Very significant differences among ethnic groups are seen for the graduates where 26% of the hispanic and 16% of the black students were required to take remedial courses in writing or composition as compared to only 2% of the white graduates. Again, different curriculum concentrations or curriculum distributions within ethnic groups may account for some of these ethnic group differences. The same ethnic differences are also seen within the non graduate student group.

Higher proportions of female graduates (18%) than male graduates (5%) were required to take at least one remedial or non college level course at receiving schools (probably curriculum related). No sex differences were seen within the non-graduate group.

Requirement to take a remedial or non college level course in reading at receiving school for students continuing their education. Tables 41a-d.

Again it is seen that a significant proportion of nursing graduates (17%) were required to take a remedial or non college level course in reading at their receiving schools. In addition, 9% of education associate and 7% of liberal arts graduates were also required to take such courses. Among non graduates, slightly more than 10% of the students in all curriculum areas, with the exception of technology, education associate, and pre-nursing, were required to take such a course, while 7% of the graduates (over all curriculum areas), were required to do so.

The ethnic group differences reported for both graduates and non graduates in the writing-composition area hold also for reading. Among graduates 15% of the hispanic and 7% of the black students were required to take a remedial or non college level course, as compared to only 2% of the white students. Similar differences are observed for non-graduates.

Female graduates are again seen to have been required to take remedial courses in reading in greater proportion than male graduates (10% vs. 1%). Most of this difference is probably accounted for by the high proportion of nursing graduates requiring remediation. No sex differences are again seen within the non graduate group.

Requirement to take a remedial or non-college level course in mathematics at receiving school for students continuing their education, Tables 42a-d.

Thirty-four percent of the nursing graduates (continuing their education) were required to take at least one non-college level or remedial course in mathematics at their receiving school, a significantly higher proportion than for any other curriculum. Thirteen percent of education associate graduates and 12% of liberal arts graduates are also seen to have been required to take such courses. The rate for all graduates is 14%.

Again, the ethnic pattern observed for writing and reading is seen in the case of mathematics where, for both graduates and non graduates, a very significantly higher proportion of hispanics and blacks were required to take remedial or non college level courses than white students. As observed in the section

on "writing-composition" above, these ethnic differences may reflect different curriculum concentrations or distributions within the three ethnic groups.

The relatively high proportion of nursing graduates requiring remediation in mathematics also probably accounts for the differnce between males and females requiring remediation (4% vs. 15%). No sex group differences are seen within the non graduate group.

Quality of teaching at B.C.C. compared with that at receiving school, for students continuing their education. Tables 43a-d.

Thirty-five percent of the graduates (continuing their education) state that the quality of teaching at B.C.C. was either somewhat better or much better than at the receiving school, as compared with 22% who claim that it was somewhat or much poorer. Forty-three percent see no difference in the quality of teaching between B.C.C. and their receiving schools. Higher than average proportions of graduates in the business-secretarial (60%) and data processing (50%) curriculums consider B.C.C. teaching as either somewhat or much better, while lower than average proportions of graduates in nursing (22%) and engineering science (23%) award these ratings to their B.C.C. instruction.*

Among non graduates, 28% appraise B.C.C. teaching as either somewhat or much better than the teaching at their receiving schools, as compared to 34% who view B.C.C. teaching as somewhat or much poorer. No significant differences are seen among curriculum groups of substantial size.

*Group sizes in engineering science and data processing are too small for adequate reliability.

While ethnic groups are substantial in size, both for graduates and non-graduates, no marked differences are seen in the way B.C.C. teaching is perceived in comparison to teaching at receiving schools.

No sex differences, within either graduate or non-graduate groups, can be observed.

Quality of counselling at B.C.C. compared with that at receiving school, for students continuing their education. Tables 44a-d.

Graduates award noticeably higher ratings to the quality of counselling received at B.C.C. in comparison to that received at their receiving schools. Some of this difference may be explained by the fact that, as "advanced" students at the receiving schools, the former B.C.C. students may not have had as much contact with counsellors at their receiving schools, as they had at B.C.C. It is not known how this may have influenced student response to this item. Among graduates, 55% attest that the quality of counselling was somewhat or much better at B.C.C. Only 15% claim that it was somewhat or much poorer. Education associate graduates seem to have experienced a higher rate of positive counselling than other graduates.

Among non-graduates, it is seen that B.C.C. counselling is seen as neither better nor worse than the counselling experienced at receiving colleges.

No ethnic group differences are seen, within either graduate or non-graduate groups. Male graduates, however, have a slightly better view of B.C.C. counselling in relation to their experiences at their receiving schools, than female graduates. Sixty-one percent of the male graduates claim that B.C.C. counselling was either much or somewhat better, whereas only 51% of the females do so. No sex differences are seen within the non graduate group.

Quality of library assistance at B.C.C. compared with that at receiving school, for students continuing their education. Tables 45a-d.

Forty-five percent of the graduates and 40% of the non graduates profess that the assistance rendered by the B.C.C. library was either somewhat better or much better than the assistance they received at the library of their receiving schools. This compares with 15% of the graduates and 22% of the non-graduates who felt that B.C.C. library assistance was either somewhat poorer or much poorer. Graduates in the education associate and liberal arts curriculae seemed noticeably more satisfied with B.C.C. than graduates in the business-secretarial and nursing curriculum areas. However, the highest endorsement rates are found among non-graduates in the technology and engineering science curriculums, where 62% and 73% respectively testify that library assistance at B.C.C. was either somewhat better or much better.

Black and hispanic graduates have a somewhat better view of B.C.C. library assistance than white graduates. No marked sex group differences are seen either for graduates or non graduates.

Preparation at B.C.C. for continuing education at receiving school. Tables 46a-d.

Eighty percent of the graduates who continued their education after leaving B.C.C. report that B.C.C. prepared them either fairly well or very well. Nine percent claim they were prepared either poorly or not very well. Among the non-graduates who transferred to other schools, 53% say they were prepared either farily well or very well while 21% claim they were prepared either poorly or not very well. Education associate graduates and non graduates are especially satisfied with their preparation. Among non graduates, data processing students are most dissatisifed with their preparation, 36% claiming that they were either

poorly or not very well prepared. No ethnic group differences are seen among graduates. However, among non graduates white students appear somewhat more satisfied with their preparation than either black or hispanic students. No sex group differences are seen for either graduates or non graduates.

Students feeling negatively about B.C.C. give as their reasons: inadequate academic preparation (found course standards higher at receiving colleges), disinterested teaching on the part of some staff, unnecessary or irrelevant courses, inadequate academic counselling, and a need for better articulation with four year colleges in some curriculum areas (some courses not credited).

Preparation at B.C.C. compared with preparation received by other students at other CUNY community colleges. Tables 47a-d.

Seventy eight percent of the responding graduates (who felt they could respond fairly) claimed that B.C.C. had prepared them either fairly or very well for continuing their education, in comparison to the preparation received by other students from other C.U.N.Y. community colleges. Graduates of the business transfer curriculums were especially satisfied with their B.C.C. preparation. Among non-graduates, 55% state they were either fairly well or very well prepared in comparison with students from other C.U.N.Y. community colleges. White non-graduates appear more satisfied with their preparation in comparison with students from other C.U.N.Y. community colleges, than black or hispanic non graduates. Males appear more satisfied with their preparation than females, within both graduate and non-graduate groups.

Education plans for the coming year. Tables 48a-d.

Seventy-four percent of the graduates and 59% of the non graduates say they expect to be enrolled in an educational program either full or part time within the coming year. Only 12% of the graduates and 15% of the non graduates say they will not be enrolled in any program within the year. It may be seen that, in general, high percentages of graduates in career curriculums as well as in transfer curriculums, plan to be enrolled somewhere within the coming year, i.e., 85% of the education associate graduates plan to continue their education within the year. In contrast, comparatively large proportions of business-career non-graduates (excluding data processing) do not plan to continue their education within the year (27%).

A significantly higher proportion of white graduates and non-graduates, than black or hispanic graduates and non-graduates, do not plan to be enrolled at any school during the year. No sex group differences are seen, within either graduate or non-graduate groups.

Students applying for full time jobs. Tables 49a-d.

Around sixty percent of the graduates and non-graduates applied for a full time job after leaving B.C.C. Higher percentages are seen for technology and nursing graduates (69% and 87%, respectively), and for technology and engineering science non-graduates (74% and 72%, respectively). No significant ethnic group differences are seen, for either graduates or non graduates. While no sex group differences are seen within the graduate group, a significantly higher proportion of males (69%) than females (56%) within the non-graduate group sought a full time job.

A higher percent of the 1975-76 non-graduate group (61%) sought full time jobs compared with the 1973 group (51%). Moreover, a slight difference in the wording of the items could have served to depress the obtained 1975-76 percentage relative to the 1973 result, so that the actual difference in the attempt to find employment on the part of the two groups being contrasted, may be larger.

Success at finding a full time job for students who sought one, Tables 50a-d.

Of those who attempted to find a full time job, 21% of the graduates and 27% of the non-graduates were unable to find a (full-time) job. Among graduates who looked for a full-time job, students in the nursing and business-secretarial areas were most successful in finding one (90%, and 84%, respectively), while education associate students were least successful (52%). Among non graduates, engineering science, nursing, and business-secretarial students were most successful (85%, 81%, 77% respectively), while education associate students were, again, least successful (61%). In fact, a higher proportion of education non-graduates than graduates were successful in finding full time employment, though the kind of job obtained is not known. For graduates, no significant difference is seen among ethnic groups. However, for non-graduates, white students show the highest success rate (78%), in comparison with hispanic and black students (74% and 64% respectively).

Among graduates, females were more successful than males (probably because of the higher than average success rate for nursing graduates). No differences between the sex groups are seen within the non-graduate group.

Comparing these success rates with the data found for the 1973 group it is found that 1975-76 graduates found it slightly more difficult to find a full time job (78%) as compared with the former group (81%), though this difference is not statistically significant (z=1.05).

Length of time required to find first full time job for students who sought one. Tables 51a-d.

Fifty percent of the graduates who found full time jobs took two weeks or less to find them. Approximately the same percent of the non graduates who found full time jobs also took two or fewer weeks. Business-secretarial graduates required the least amount of time to obtain jobs. A surprisingly high percent of nursing graduates (35%) who found full time jobs required more than seven weeks to find them. Among non graduates who found full-time jobs, business-secretarial, education associate, and pre-nursing students required slightly less time than students in other curriculum areas (but the nature of the job found is not known).

Hispanic graduates who obtained full time jobs required slightly less time to do so than black or white graduates. No differences between males and females are seen, either within the graduate or non-graduate groups.

Compared with 1973, students in the 1975-76 cohort who obtained full time jobs took significantly longer to do so. In 1973, 71% of the graduates and 60% of the non-graduates took two weeks or less to find their jobs, compared with 50% for both graduates and non-graduates in 1975-76.

Approximately 250 students responded to the open ended invitation to explain why they could not find a job and to give their opinion as to what B.C.C. could have done to help. Of these, a random 50% sample was examined. The overwhelming majority attribute their failure to find a job as due to lack of experience,

inadequate skills or underpreparation to meet practical job requirements. Several nursing graduates complained that they could not pass the State Board examination after completing the B.C.C. program successfully. In general, students felt that more specific skills training, especially in a work-study or other job related program, and counselling which would have directed them into job-skills training programs, are essential for preparing students for employment. Lack of skills and lack of on-job experience were seen as the major obstacle to employment, although several students perceived that there were "no jobs out there", that have a future.

Another message which comes through in the open-ended responses is that there is a great deal of despair on the part of students who had been led to believe that higher education was the vehicle to a better job and a way out of poverty, only to find that no jobs were available, that they lacked job experience, or that they still had few marketable skills.

Success in finding a full time job for students looking for a job in their B.C.C. field of studies. Tables 52a-d.

Of the 359 graduates who looked for a job in the field of their B.C.C. studies, 69% said they were successful. This contrasts with only 39% of the non-graduates who found jobs in their various fields. Over 90% of the nursing graduates were able to find jobs in the nursing field, whereas only 21% of the liberal arts graduates stated they had found jobs in their various fields. This is not unusual since it is likely that many liberal arts graduates do not develop a field of concentration before graduating from B.C.C. Among non-graduates, students in the nursing and education associate curriculums who looked for jobs in their fields, had somewhat better success than students in other areas.

Among graduates, black students showed a somewhat higher success rate than white or hispanic students (73%, 69%, 64%, respectively), while among non-graduates white students showed higher success rates than hispanic or black students (49%, 40%, 34%, respectively).

Female students, whether graduates or non graduates, show significantly higher success rates than males (72% vs. 58% for graduates; 46% vs. 27% for non-graduates). Much of the greater female success was due to the success rate for nursing students (91% for graduates and 65% for non graduates, respectively).

In the cases of both ethnic and sex differences, it is probable that the significant differences observed are related to the relatively high success rate of nursing students, the majority of whom are black and female.

Sources of assistance in locating first job. Tables 53a-d.

Students who obtained jobs appear to rely most heavily on their "own initiative" in finding the jobs rather than on any other single source of assistance. This is especially true of graduates. Private employment agencies, newspaper ads, friends, and relatives account for approximately 35% of the job leads for graduates, and for approximately 50% of the job leads for non-graduates. The State Employment Service assisted in less than 10% of the job acquisitions, while employment counseling at the College accounted for less than 4%.

Among graduates, white students obtained jobs by their own initiative at higher rates than black or hispanic students (43%, 36%, and 27%, respectively), and females exceeded males (40% and 27%, respectively). These differences should be interpreted in the light of differences in distributions of curriculums within ethnic and sex groups, and differences in job acquisition power of the various curriculum areas.

Monthly salary on first full time job after leaving B.C.C. Tables 54a-d.

The median annual salary of graduates on their first full time job after leaving B.C.C. is reported to be around $8,400. Thirty seven percent of the graduates earn more than $9,600, while 24% earn $6,000 or less. For non-graduates, the median salary on their first full time job after leaving B.C.C. is reported to be approximately $5,952. The difference between graduate and non-graduate median salaries is $2,448. However, for meaningful comparisons to be made between graduates and non graduates it would be necessary either for the curriculum distributions within graduate status to be identical, or for comparisons to be made for individual curriculum areas separately. Distributing curriculums within graduation status groups reveals that the two distributions are not identical. Graduates show a significantly higher proportion of nursing students while non graduates show a higher proportion of liberal arts students. If curriculum groups having sizes of 40 or more are analyzed separately, the following median salaries are arrived at for graduates and non graduates in the 1975-76 sample:

	Graduate Median Salary	Non Graduate Median Salary
Business-Secretarial	$7,128	$6,312
Technology	9,000	5,496
Liberal Arts	6,804	5,844
Nursing	approximately 10,000	5,892

It can be seen that for each curriculum group separately the median annual salary for graduates is markedly higher than for non-graduates. The differences are greater in technology and nursing, and only moderate in liberal arts and in the business-secretarial area.

Ethnic and sex group differences for graduates reflect the high proportion of black and female students in the higher salaried nursing positions.

In the 1973 study, adequate group sizes for individual curriculum analysis are found only for business careers, liberal arts, and nursing students. The following shows median salaries for graduates and non graduates for these areas, in 1973.

	Graduate Median Salary	Non Graduate Median Salary
Business Careers	$6,852	$6,324
Liberal Arts	5,892	5,952
Nursing	approximately 10,000	6,312

While no generalizations should be made from the above tables, one may propose, very cautiously, that salaries for 1975-76 graduates in some areas appear to be higher than for 1973 graduates in these areas (business-secretarial and liberal arts) while salaries for non-graduates in 1975-76 do not show the same improvement in these areas and, in fact, show a slight decline for nursing non-graduates. (It should be remembered that the above comparisons are between graduates and non-graduates of certain curriculum areas; not necessarily between graduates and non-graduates working in these curriculum areas.)

Importance of B.C.C. studies in obtaining first full time job. Tables 55a-d.

Fifty-nine percent of the graduates (who found full time jobs) state that their B.C.C. studies were either very important or required in obtaining their jobs, while 22% profess that they were not very important. Understandably, only

19% of the non-graduates claim that their B.C.C. studies were very important or required. Of the graduates in liberal arts, 51% claim that their B.C.C. studies were not very important, the highest proportion of any curriculum group to so claim (among graduates). Higher proportions of graduates in nursing (77%) than in any other curriculum state that B.C.C. studies were either very important or required.

Among graduates, higher proportions of black students than students in other ethnic groups declare their B.C.C. studies to have been very important or required in obtaining their first full time job. Similarly, females found B.C.C. studies more important than males did. Both sets of differences, however, are probably related to the high proportion of black and female nursing students in the graduate sample.

Discrepant curriculum composition of the 1973 and 1975-76 samples would make any comparison between the two samples difficult to interpret. Also mitigating against further analysis is the fact that, aside from nursing, only one other graduate group is represented in sufficient size to justify individual curriculum group comparisons between 1973 and 1975-76.

Usefulness of B.C.C. studies on the job for students working in a job related to these studies, Tables 56a-d.

Of the graduates who obtained full time jobs, 90% report finding their B.C.C. studies moderately or very useful. Education associate graduates (78%) in particular find their studies very useful. On the other hand 24% of the liberal arts graduates report finding their B.C.C. studies of limited use. Among non graduates,

73% state that their B.C.C. studies are either moderately or very useful, while 28% say they are of limited use. Sixty-seven percent of the education associate non-graduates found their B.C.C. studies very useful in helping them perform on their jobs.

No marked ethnic or sex differences can be observed.

With the exception of nursing, 1973 group sizes are inadequate for valid comparisons with 1975-76 groups. With regard to nursing, it may be seen that whereas 100% of the graduates found their B.C.C. experience moderately or very useful in their curriculum related jobs in 1973, only 91% did so attest in the current sample.

The importance of skill training, job-related courses, and practical work experience for students is pointed up in their open-ended responses to this item. Nursing students, particularly, point to a need for greater clinical and hospital exposure as well as a need for more training in such speciality areas as pediatrics, bacteriology, cerebral palsy. A small group of students register complaints about the quality of teaching and counselling at B.C.C. (about 5% of those who responded, in each case).

Discussion and Implications

While it is always advisable to interpret self report survey data cautiously, the current findings suggest a number of interesting developments which, taken with other information, needs assessments, and analyses, may be useful in evaluating and improving the degree to which the College is meeting the needs of students and society.

One of the most dramatic findings is also one of the few based on objective evidence. The fact that approximately 13,000 students "dropped out" of B.C.C. during the two year period under study, should be a cause for alarm. Part of the reason for this large number of dropouts during the period probably lies in the end of free tuition and the implementation of progress standards (Fall, 1976). But even allowing for this, it is clear that the College lost several thousands of students for reasons which might be considered under college control. Personal, family, and health problems are given as the primary reason for dropping out by the largest group of students. Are some of these problems subject to alleviation through counselling, or pre-registration counselling, if possible? Should we have a more formal liason with other city agencies which can be called upon for assistance as early as possible? In the realm of academic programming we may need to know more about courses which are difficult for students to obtain or about other reasons for scheduling problems. The challenge presented by students who left B.C.C. because of the poor academic environment presents a dilemma as far as the problem of retention is concerned, in that efforts to raise standards may, in fact, force out as many students as they may help the College retain. Of course, while the size of the student

body may not be greatly affected, the quality of education and training might be markedly improved.

Finances or job needs are given by a significant segment of the student body as reasons for dropping out. While it is true that financial aid is limited and fixed, a move in the direction of expanded work-study or cooperative-education programs, into all curriculum areas, could relieve some of the pressure on many students and encourage them to remain in school. This development would also serve to correct another serious situation revealed by many students who attempted to find employment after leaving B.C.C., both as graduates and non graduates. This significant group complained that it could not find full time employment because they either had no marketable skills to offer or, if they had the skills, they had no job experience. In a tight job market, therefore, a work-study or cooperative- education experience would give students a crucial edge. Even among nursing graduates, where employment possibilities are better than in all other curriculum areas, there is a feeling that more in-hospital, clinical experience is greatly needed.

There is evidence that the general impact of the B.C.C. experience on students is positive. The great majority of both graduates and <u>non graduates</u> say they would enroll in B.C.C. "if they could do it over again", and the majority of those who continued their education after leaving B.C.C. also feel they were adequately prepared for future studies. Additional evidence for the impact of the B.C.C. experience on students is the fact that nearly 75% of the graduates and nearly 60% of the non graduates plan to continue their education in the immediate future or are already enrolled in academic programs. The economic "value" of education, specifically that of a B.C.C. two year degree, is shown in the signficant difference in median salaries earned by B.C.C. graduates and non graduates.

Of great interest to the college community, as well as to the outside community and potential students, should be the finding that significant proportions of students who graduate from B.C.C. had to be remediated in at least one basic skill (and some probably needed remediation in more than one). Despite these academic handicaps upon entering B.C.C. it is seen that at least 44% of the graduates required some kind of remediation. It would seem that this fact should be widely disseminated so that it may act as a source of inspiration to those who may feel that placement into remedial classes is an obstacle to educational achievement.

However, there are indications that there are problems with the quality of the B.C.C. "output", in some respects. These are seen in the large number of courses which apparently do not receive credit at other colleges upon student transfer, and more importantly, in the not insignificant segment of graduates, particularly in nursing, required to take remedial or non-college level courses in reading, writing, and mathematics upon transferring to receiving schools, most of which are other C.U.N.Y. units. This is a problem which is not likely to disappear as a result of the institution of C.U.N.Y.-wide minimum standards, as individual C.U.N.Y. units will continue to invoke their own minimum standards. It may be advisable, therefore, for B.C.C. to study this matter further and take the necessary action to ensure that graduates are not required to take remedial basic skills courses on transfer to other colleges.

Perhaps one of the most disturbing findings centers around the non-availablility of jobs, even for graduates, 21% of whom reported they could not find a full-time job. It would appear that we need not only to prepare our

students better and more concretely in the programs we already have, as suggested earlier, but to develop a system of scanning commerce, industry, and the professions, which would alert us to the developing job market, and suggest new educational programs and curriculae. Beyond this, students and staff as individuals, and the University as a whole, may have to become more directly involved in the political processes of the city, state, and federal governments in order to ensure that there are, in fact, jobs out there for our graduates to move into after leaving school. Otherwise, one major raison d'etre of our College vanishes.

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Table 0.1 Population and Sample for Graduates and Non Graduates.

	Total Mailed Population	Undeliv-erable	Effective Population	Sample Returned	% Return
Graduates	1,818	424 (23.3%)	1,394	730	52.4%
Non Graduates	6,847 (½ of all available)	2,085 (30.0%)	4,762	951	20.0%
Total	8,665	2,509 (29.0%)	6,156	1,681	27.3%

Table 0.2. Sample and Population Correspondence by Curriculum.
(numbers are percents)

Curriculum	Graduates		Non Graduates	
	Population	Sample	Population	Sample
Business Careers	9.7	12.8	14.0	16.1
Technologies	10.0	10.7	11.4	12.0
Education Associate	6.3	10.3	Undet	7.3
Data Processing	2.9	2.5	3.7	3.3
Engineering Science	1.9	1.8	2.4	2.0
Business Transfer	7.0	3.8	7.1	7.0
Liberal Arts	28.2	26.7	34.0	33.2
Nursing & Pre N	31.6	29.1	8.5	13.3
Other Curricula	2.5	2.4	Undet	5.6

Table 0.3. Sample and Population Correspondence by Year of Student Entry into B.C.C. (numbers are percents)

Year of Entry into B.C.C.	Graduates		Non Graduates	
	Population	Sample	Population	Sample
1976	0.0	0.3	5.5	7.9
1975	0.2	1.3	26.5	22.6
1974	3.4	5.0	28.9	25.2
1973	25.9	30.0	16.2	17.5
1972	34.8	31.2	9.8	12.4
1971	17.6	13.1	5.7	4.6
1970	7.8	7.2	2.5	4.0
Other	10.5	12.0	5.0	5.8

Table 0.4. Sample and Population Correspondence by Sex.
(numbers are percents)

Sex	Graduates Population	Graduates Sample	Non Graduates Population	Non Graduates Sample
Male	31.0	28.3	34.7	34.0
Female	69.0	71.7	65.3	66.0

Table 0.5. Comparison between 1973 and 1975-76 samples with regard to curriculum, sex, ethnic group.

	Graduate Sample		Non Graduate Sample	
Curriculum	1973	1975-76	1973	1975-76
Business Careers	16.6	15.3	22.4	19.4
Engineering Science	2.0	1.8	2.6	2.0
Liberal Arts	33.1	26.7	39.9	33.2
Business Transfer	6.9	3.8	10.1	7.0
Technology	5.2	10.7	10.4	12.0
Nursing/Pre Nursing	33.7	29.1	10.8	13.3
Others	2.4	12.7	3.4	12.9
Sex				
Male	31.9	28.3	39.6	34.0
Female	68.1	71.7	60.4	66.0
Ethnic Group				
Black	35.5	45.7	33.0	43.6
Hispanic	19.3	19.2	24.9	25.4
White	38.7	27.3	35.9	24.3
Oriental	0.8	1.4	1.2	1.9
Other	5.7	6.3	5.0	4.7

Table 10.6. Subgroup size for each item, by graduation status and curriculum. *

	Graduates											Non-Graduates										
Item	All Grad	Bus Sec	Tech	Ed Assoc	Data Proc	Engin Scien	Bus Adm Teach	Lib Arts	Nurs	Pre Nurs	Other	All Non Grad	Bus Sec	Tech	Ed Asso	Data Proc	Engin Scien	Bus Adm Teach	Lib Arts	Nurs	Pre Nurs	Other
1	719	92	77	74	18	13	27	192	207	2	17	931	150	112	68	31	19	65	310	86	38	52
2	714	92	74	75	18	13	27	190	205	2	18	928	153	110	63	31	19	64	312	86	39	51
3	695	92	74	74	17	13	25	176	197	2	16	893	144	104	61	32	19	61	299	86	36	51
4	706	92	77	76	18	12	27	191	194	1	18	888	146	110	59	33	19	61	295	80	35	50
5	685	90	73	74	18	13	25	181	193	1	17	884	145	106	59	32	19	59	296	81	36	51
6	578	71	61	65	14	21	21	159	158	2	15	818	136	96	62	29	16	57	269	76	33	44
7	508	63	53	60	12	11	18	140	137	2	12	720	114	90	51	28	12	53	241	66	30	35
8	206	24	25	30	6	9	5	46	55	1	8	318	49	44	18	12	8	27	97	32	13	18
9	205	26	23	25	4	7	6	46	59	2	7	316	42	41	21	14	8	30	98	32	15	15
10	307	37	31	45	6	6	11	104	57	1	11	343	41	52	16	13	7	29	122	34	12	17
11	116	10	14	20	2	5	4	27	28	0	7	192	27	26	14	5	5	19	58	19	8	11
12	119	11	13	19	1	4	4	29	32	0	6	191	26	26	15	6	5	19	57	21	6	10
13	150	19	23	25	1	3	4	49	19	0	7	215	23	37	9	8	7	20	72	21	7	11
18												858	14	99	62	29	19	58	277	82	36	53
19												820	132	103	56	29	16	57	277	73	33	44
20												756	128	95	54	24	15	54	253	62	28	43
21												749	125	94	53	24	15	54	249	64	28	43
22												756	125	97	54	26	15	54	252	62	28	43
23												747	126	93	54	23	15	56	230	60	28	42
24												744	125	94	52	24	15	55	247	62	28	42

*where group size discrepancies exist, the smaller group size is reported.

Table 0.6. Subgroup size for each item, by graduation status and curriculum. (continued)

	Graduates											Non-Graduates										
Item	All Grad	Bus Sec	Tech	Ed Assoc	Data Proc	Engin Scien	Bus Adm Teach	Lib Arts	Nurs	Pre Nurs	Other	All Non Grad	Bus Sec	Tech	Ed Asso	Data Proc	Engin Scien	Bus Adm Teach	Lib Arts	Nurs	Pre Nurs	Other
25												758	128	97	55	23	15	54	248	66	30	42
26												750	127	97	53	24	15	54	251	59	27	43
27												430	74	58	33	17	6	27	151	30	14	26
28												398	61	45	32	15	12	29	129	28	25	22
29												268	44	31	22	12	9	24	80	20	12	14
30												201	27	28	15	8	5	16	65	12	14	11
31	693	89	72	67	17	12	25	189	202	2	18	896	145	105	65	32	17	62	296	85	39	50
32	682	88	71	68	18	12	24	187	195	2	17	851	141	96	63	31	17	61	278	85	34	45
33	716	92	75	76	18	13	27	194	201	2	18	914	151	109	63	31	19	63	308	81	36	53
34	519	56	54	67	15	13	2	175	99	0	18	410	57	53	19	13	4	27	154	34	16	26
35	520	56	54	68	13	13	23	175	100	0	18	441	62	52	26	14	13	25	159	42	21	27
36	522	57	54	67	13	13	23	175	103	0	17	455	61	56	26	15	14	29	165	41	21	27
37	516	56	53	67	14	13	22	174	99	-	18	409	54	51	21	13	12	26	152	37	16	27
38	396	46	41	48	9	13	16	124	87	0	12	264	36	33	13	7	9	15	89	30	15	17
39	435	48	40	57	9	13	21	146	86	0	15	284	39	28	11	6	9	15	108	32	16	20
40	497	54	52	65	13	13	22	170	90	0	18	392	50	47	21	14	12	26	143	36	17	26
41	489	54	52	59	13	13	22	170	88	0	18	386	49	46	19	14	12	25	140	37	17	27
42	497	53	52	62	13	13	22	173	91	-	18	391	50	47	19	14	12	25	142	38	17	27
43	511	55	52	67	14	13	22	175	96	-	17	390	49	48	18	13	12	26	146	34	16	27
44	505	56	51	68	12	13	22	173	93	0	17	375	47	44	17	13	12	25	143	34	16	24

Table 0.6. Subgroup size for each item, by graduation status and curriculum, (continued).

	Graduates											Non-Graduates										
Item	All Grad	Bus Sec	Tech	Ed Assoc	Data Proc	Engin Scien	Bus Adm Teach	Lib Arts	Nurs	Pre Nurs	Other	All Non Grad	Bus Sec	Tech	Ed Asso	Data Proc	Engin Scien	Bus Adm Teach	Lib Arts	Nurs	Pre Nurs	Other
45	500	55	51	67	13	13	21	171	92	0	17	369	44	43	18	13	11	24	142	32	16	26
46	509	56	51	67	14	13	22	173	95	0	18	383	46	45	18	14	12	25	150	33	15	25
47	389	37	43	56	9	10	17	133	71	0	14	241	29	28	11	7	8	17	81	32	11	17
48	704	91	75	74	18	13	26	187	200	2	18	893	147	101	61	32	19	62	296	86	38	51
49	685	88	73	65	16	13	26	181	203	2	18	822	132	102	53	31	18	54	271	80	33	48
50	415	55	52	21	9	3	8	74	182	2	9	542	92	81	28	26	13	41	166	52	16	27
51	322	45	37	11	6	1	7	47	162	1	5	394	70	57	15	20	10	33	118	42	11	18
52	359	49	43	28	9	3	7	56	157	0	7	366	66	55	19	17	10	28	98	43	14	16
53	364	51	42	20	9	2	6	58	167	1	8	415	73	58	22	20	11	28	126	45	13	19
54	358	53	40	18	10	1	6	55	166	1	8	420	79	56	22	21	10	33	123	47	9	20
55	365	52	43	20	12	0	6	57	168	1	6	434	77	60	21	23	11	30	134	47	11	20
56	369	54	41	36	10	2	71	41	167	1	6	357	79	43	27	13	9	29	92	39	11	15

Table 0.7. Subgroup size for each item, by graduation status and ethnic group.*

	Graduates							Non-Graduates						
Item	Male	Female	Black	Hispanic	White	Oriental	Other	Male	Female	Black	Hispanic	White	Oriental	Other
1			329	142	200	10	44			428	243	234	19	44
2	207	516	328	139	201	10	44	331	629	419	244	236	19	44
3			318	132	191	10	42			399	234	232	18	42
4			323	138	201	10	40			391	231	236	19	43
5			311	134	195	10	43			392	238	232	18	41
6	155	418	271	123	134	10	43	280	533	377	225	187	17	39
7	138	365	243	116	110	9	33	247	468	336	204	154	15	34
8	62	145	91	68	25	4	16	117	200	151	115	35	11	16
9	48	155	104	58	21	4	16	106	208	154	110	39	9	14
10	87	217	152	74	64	1	14	135	205	158	112	61	4	17
11	35	82	50	40	12	2	10	69	122	85	79	11	8	11
12	29	90	56	40	13	2	7	63	126	83	79	17	6	10
13	39	111	69	42	28	1	10	82	130	98	79	29	4	11
18								284	568	390	219	212	19	38
19										361	229	210	17	38
20										325	211	195	17	36

*where group size discrepancies exist, the smaller group size is reported.

Table 0.3. Subgroup size for each item, by graduation status and ethnic group.(continued)

	Graduates							Non-Graduates						
Item	Male	Female	Black	Hispanic	White	Oriental	Other	Male	Female	Black	Hispanic	White	Oriental	Other
21										323	208	192	17	36
22										329	209	193	17	36
23										321	206	195	17	36
24										322	205	191	17	36
25										330	210	192	17	36
26										323	206	193	17	39
27										180	119	118	8	22
28								147	247	178	121	83	8	26
29										48	36	20	1	6
30								80	120	97	62	32	2	17
31	188	500	324	131	196	10	41	305	585	404	241	227	17	42
32	188	488	321	128	190	9	40	289	556	393	230	206	14	41
33	201	509	329	139	200	10	45	314	596	410	243	234	19	45
34	170	344	239	104	136	9	33	152	257	178	95	118	12	26
35			239	104	135	9	34			189	107	123	13	27
36			240	105	135	9	34			200	108	125	13	27

Table 0.7. Subgroup size for each item, by graduation status and ethnic group. (continued)

	Graduates							Non-Graduates						
Item	Male	Female	Black	Hispanic	White	Oriental	Other	Male	Female	Black	Hispanic	White	Oriental	Other
37	169	342	238	105	134	8	34	153	254	180	95	118	12	25
38	135	259	188	71	104	7	28	92	170	107	65	76	10	15
39	147	283	201	85	116	8	26	104	179	125	61	80	10	16
40	165	327	229	100	128	8	32	148	242	168	91	112	12	24
41	164	321	228	93	129	8	32	145	239	167	87	113	12	23
42	166	326	231	94	131	8	31	148	241	167	90	115	12	23
43	169	337	236	103	132	8	34	149	239	163	91	114	12	24
44	167	333	236	104	127	8	33	140	234	162	90	104	11	22
45	166	330	234	104	123	8	33	138	229	157	87	104	12	22
46	169	335	237	103	131	8	33	143	239	164	89	109	12	24
47	138	248	177	82	97	7	24	86	154	106	58	65	8	15
48	197	501	321	141	195	10	43	304	583	400	237	228	18	42
49	191	488	316	135	187	10	39	291	525	358	225	210	18	41
50	106	305	194	74	114	5	30	211	327	234	159	133	11	25
51	80	239	150	57	95	3	22	157	233	154	121	102	8	19
52	87	267	158	70	102	6	28	124	239	154	120	83	9	16

Table 0.7. Subgroup size for each item, by graduation status and ethnic group. (continued)

	Graduates							Non-Graduates						
Item	Male	Female	Black	Hispanic	White	Oriental	Other	Male	Female	Black	Hispanic	White	Oriental	Other
53	88	271	168	68	103	4	25	159	252	158	132	107	8	22
54	89	266	166	65	107	3	23	166	249	160	125	116	7	23
55	89	273	168	69	107	3	24	175	255	164	131	119	8	24
56	81	285	172	70	104	3	25	125	228	141	109	96	7	17

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